THE CEA CRITIC

Formerly THE NEWS LETTER of the College English Association

Vol. No. XVI—No. 6 Published at Northampton, Mass., Editorial Office, University of Massachusetts, Amherst, Mass. September, 1954

Duke University Library
JAN 3 1955
Durham, N. C.

The Countess Mara Tie?

(A Challenge to the Liberal Arts)

Address at CEA Institute, The Kellogg Center, Michigan State College, E. Lansing, Mich.

About 100 years ago, Charles Dickens, while visiting at Harvard, said of American Universities that they "disseminate no prejudices; rear no bigots; dig up the buried ashes of no old superstitions; exclude no man because of his religious opinions; above all, in their whole course of instruction, recognize a world, and a broad one, too, lying beyond the college walls."

As originally stated to me, the subject of this meeting was to be: "The Liberal Arts—Don't Fence Them In." This suggested its obverse: "The Liberal Arts—Don't Fence Them Out." *Them* in this case would be most of the adults in the United States.

The weight of this discussion, it seems, is in the direction of showing that people trained in the liberal arts, as contrasted with people trained in engineering or law or medicine, have a specific way of serving the people of the country, and that, in addition, the engineers, the lawyers and the doctors would be better at their skills if they, also, had ripened in the liberal arts. However, it would not be unworthy of the people who work in the liberal arts to give some thought to the people who are fenced out—that is, thought to how liberal arts can serve a community in which so small a percent of the population has access to the liberal arts.

Does Liberal Education Liberate?

Now, it seems beyond question that the enlarged world view and the ability to make independent judgments that a liberal arts education is reputed to give is certainly needed, in management, but also in the population in general. On the other hand, it seems to me there is some question as to whether or not a liberal education actually accomplishes these ends. Certainly many persons who have been exposed to such training fail to demonstrate a capacity for sound social behavior. The brutal society of which Dickens wrote was dominated by Oxford and Cambridge men, and the reform movement was rooted in dissenting sects largely composed of unlettered men.

Not very long ago, at a meeting of Catholic educators, speakers were deploring the decline of the liberal arts, and establishing their importance by citing J. Robert Oppenheimer as an example of what happens to an overspecialized university product who lacks liberal arts illumination. Actually, as I read the early reports of the Oppenheimer case, it occurred to me that Oppenheimer had received as elegant and expensive a liberal arts education as a man could get. He had training in the classical languages, all the way back to Sanskrit. He wrote poetry. He read freely in the world's literature. He listened to classical music. And yet, despite as rich an immersion in the liberal arts as is possible, he failed, *according to his own confession*, to grow up into a mature and responsible adult capable of making reasonable decisions as a citizen. English majors, history majors, young people who have majored in Latin or Greek or Romance Languages, may be social and political illiterates, as the physicists and chemists are supposed to be.

The Role of Preserver

Certainly, however, liberal arts teaching *is* a legitimate place to begin to help people, and through them, our society, to come to maturity. The liberal arts and the humane letters, I would assume, were the source springs of our notions of freedom, of equality, and of brotherhood. The Declaration of Independence, the Bill of Rights, were nourished from these sources. Today, while the main current seems to be moving to extend certain basic rights to more people, that is, to people who were denied entry into the culture before, there is, nevertheless, a powerful erosive current in the other direction. There is a dangerous undertow which is eroding the guarantees in the Bill of Rights, and which is undermining the historically humane goal of world co-operation for peace. Since these goals came from the liberal arts in the beginning, perhaps now the liberal arts should show some concern in preserving them.

An education based on the more recent meaning of *liberal*, it seems to me, would help. A liberal arts education which takes an untraditional, undogmatic view of the liberal arts is urgently needed, not simply for business executives, or professional people, or for college graduates, but for all the people of the country.

Belief in Humanity

Without trying to define a properly educated person, it seems to me that the community should try to cultivate citizens who are committed to a belief in the humanity of all men and women; who have an ability to detect demagogic sophistry; who know something of their country's history and the history of their culture; who have some awareness of the values of our accumulated culture; and who, finally, have developed sensibilities which enable them to feel injured when they learn of unfairness or injustice. Taking this view, almost the first perspective you see reveals the impossibility of having such a goal for a limited number of people. This view of what is desirable implies that everyone should be the beneficiary of a liberal education. I don't know how we can achieve a community of philosophers immediately, but there are some things English teachers could do to help.

No Room for Exclusiveness

English, as I think it is taught in the main, seems somehow to convey the notion to most people that it is an exclusive subject. Here is one of the liberal arts which is taught in such a way that a very great many students come through the training thinking this is not for them. My view is that one enormous contribution English teachers could make would be to find ways to teach English so that the people coming out of the schools would emerge believing that English belonged to them; that the culture that comprises English novels and poetry and essays and wisdom and experience is relevant and important and worth the expenditure of effort into adulthood after school is over.

I suspect that this means that English teachers will have to be knowledgeable in more than English literature and grammar. They will have to acquire the knowledge which would enable them to reveal to their students that they are current with the world, are people in a sense who are worth emulating. It seems to me that similar goals should be established for all the liberal arts. What is the necessary precondition for such a program, a precondition which I suspect does not exist, is the commitment to a completely democratic liberal arts education.

In many places, particularly where the liberal arts are festooned with the thickest ivy, it is possible to detect a kind of exclusiveness, of superciliousness, a kind of snobbishness, which for some is a desirable quality. My own view is that a liberal arts education as the badge of the man who wears a Brooks Brothers shirt and a Countess Mara tie is underpinned with an antihumane and undemocratic conviction which is the antithesis of the broad education for all which should be envisioned.

Put in violent contrast — Is what concerns the liberal arts colleges and English teachers the fact that technical schools get the big contributions and supply the personnel for industry, or is it the terrible exclusion from the world of the liberal arts which is the present fate of a Negro domestic or almost any Negro or white unskilled worker?

BRENDAN SEXTON
Director of Education
UAW-CIO

ANNUAL MEETING

New York City, Tuesday, Dec. 28, from 1:00 to 8 P.M. The Chicago Center for the Study of Liberal Education for Adults is co-operating with us in planning and program participation. Details of the arrangements will be announced in the October *Critic*.

The general subject of the session will be "Liberal Education: Tradition and Experiment." This subject will be treated under the heads of: I. The Undergraduate Curriculum. II. The Graduate (Ph.D.) Curriculum. III. Continuing Education, (A.) Degree Courses, (B.) Non-degree Courses.

A Fable for English Teachers

Once upon a time many, many years ago in the kingdom of Kweichow, which is south of Szechwan, the officers of the State employed a devoted Brotherhood of scholars to instruct children of the nobility in the art of manners. Now you must understand that in Kweichow even more than in Hupeh or Chekiang, and far more than in Hopeh or Nunkiang, proper conduct is honored as the mark of good breeding. And so every child of quality was expected and required to master the eight parts of ceremony, to practice the occidental civilities, and to refrain from dangling posture, squinting communication, or split genuflection. You must know, too, that the training of this Brotherhood for the privilege of bringing up the young nobility in ways of good repute was long and arduous. Novices to the age of sixteen practiced the ceremonies and customs; until twenty they learned the classics; for another four years they made a special study of one of the philosophers; then, after searching examination, they were received into the Brotherhood and permitted to enter upon their vocation. Thereafter their life was happy and their name blessed among men.

After the passage of centuries, there arose among the Brotherhood a prophet who spoke words of discontent, and his words were these:

"My brethren, why live we as in the ages of darkness? Even yet we teach the customs and ceremonies as did our forebears of the tenth and twentieth generations past, but lo! the world has changed about us. When our father, Tang Lao-Kwei, founded this Brotherhood, we were the teachers of the sons of noblemen. Now has passed the age of aristocracy; the sons and daughters of money-changers and artisans, yea of very peasants and hinds, have inherited the kingdom of Kweichow. They come to us to be taught manners, that they may take their place in society; but before we instruct them, let us counsel wisely among ourselves.

"We see that ceremony does not sit easily upon the present generation of pupils: their natural posture dangles and their genuflections often split. You and I who have read the classics know that custom is only relative, and that before the time of Tang Lao-Kwei the eight parts of ceremony were confused and incivility was abroad in the nation. How laughable to force this new generation to bow always first to the left, when we have heard it whispered that Tang himself sometimes bowed first to the right!

"Furthermore, word has lately come to me of a land of icy fjords beyond the northern sea where the

(Continued on Page 2, Column 4)

THE CEA CRITIC

Published at 15 Armory Street
Northampton, Massachusetts

Editor
MAXWELL H. GOLDBERG
Managing Editor
LEE E. HOLT
Consulting Editor
ROBERT T. FITZHUGH
Published Monthly, September through May

COLLEGE ENGLISH ASSOCIATION

President
WILLIAM L. WERNER
Pennsylvania State University

Vice-Presidents
LEVETTE J. DAVIDSON
University of Denver
LIONEL STEVENSON
University of Southern California

Treasurer
ALBERT P. MADEIRA
University of Massachusetts
Executive Secretary
MAXWELL H. GOLDBERG
University of Massachusetts
Amherst, Massachusetts

Directors
Bruce Dearing, Swarthmore College
Alan Van Kouren McGee, Mount Holyoke College
Autrey Nell Wiley, Texas State College for Women
Robert T. Fitzhugh, Brooklyn College
Kathrine Koller, University of Rochester
Norman Holmes Pearson, Yale University
George S. Wykoff, Purdue University
Edward Foster, Georgia Institute of Technology
Ernest E. Leisy, Southern Methodist University
Henry W. Sams, University of Chicago
Harry R. Warfel, University of Florida

Associate Member, American Council on Education

(All official mail c/o College English Association 11 Old Chapel, University of Massachusetts, Amherst, Mass.)

Annual Subscription, $2.00

Re-entered as second-class matter January 24, 1953, at the post office, Northampton, Mass. under the Act of August 24, 1912.

Entire issue, copyright 1954 by the College English Association.

The CEA Institute as Continuing Education

As part of its fine service to the Sixth CEA Institute, the Kellogg Center for Continuing Education, Michigan State College, has sent to each participant a copy of the Institute "Highlights." These highlights make up an interim report, valuable as material that can be put to work at once. Before long, a comprehensive report will be released.

Numerous comments on the Institute have already been offered. They are friendly and constructive and are unanimous in characterizing the recent Institute as marking further and realistic progress in our efforts to improve Industry-Liberal Arts exchange. These post-Institute statements will be helpful in preparing the final version of the proceedings and in planning for the 1955 CEA Institute, to which the General Electric Company is to be host.

Special thanks are due the Center for the Study of Liberal Education for Adults for its financial and technical contribution to the Michigan sessions. The Center is doing one of the most difficult, yet most significant, jobs in American higher education. Whatever solutions it finds to the problems of liberal education for adults are likely to prove solutions as well to some of the most troublesome problems of liberal education generally.

September Supplements

With this issue *Critic* readers will receive the program of the June, 1954, CEA Institute at East Lansing, Michigan, and a reprint of Wilson Compton's address: "Is Liberal Education Overselling Itself and Is Industry Buying It Too Fast?"

More Institutes Needed

An editorial in *Business Week*, July 24, 1954, congratulates the U. S. Steel Foundation for attaching no restrictions to its initial grants of $700,000, mostly to liberal arts colleges. Nevertheless, it feels that it is beneficial for educators and businessmen to get better acquainted. "For example," it says, "when the College English Assn. Institute met at Michigan State College, several hundred business and education representatives spent two days exploring ways of reducing the gap between industry and the liberal arts. Much was accomplished. But it will take many more meetings of the same type to dispel false notions each group has long had about the other."

A TV-READING PROGRAM

After eight months of planning, Michigan State College is starting this fall the simultaneous radio and television broadcast of a Monday-Wednesday-Friday series entitled *Literature Unbound*. Those who watched the preview at the CEA Institute on June 25 (when the title was still *A World in Your Quarters*) will recall that a three-man panel discussed the two paperback editions, *Huckleberry Finn* and *The Catcher in the Rye*, and talked about changes in American life and literature *in terms of* the books themselves, rather than vice versa. A number of people at the CEA Institute asked for the list of titles which would be treated on WKAR and WKAR-TV this fall. Here is the proposed listing: Selections from Plutarch's *Lives—Lives of Destiny (Reader's Digest)*; *Ghandi—Walden; Winston Churchill — Franklin's Autobiography; The Great Gatsby — Only Yesterday; Death of a Salesman—How to Win Friends & Influence People; Winesburg, Ohio* — Introduction to Psychoanalysis; *The Prince — All the King's Men; Mutiny on the Bounty — Mr. Roberts; Brave New World — 1984; American Foreign Policy: 1900-1950—A Bell for Adano; Heredity, Race & Society—A Passage to India; Bible —Koran — Bhagavad Gita.*

We will use books available to everyone in cheap editions. On Mondays, our experts (one for each book), will present historical and critical background material, and, together with the moderator, will set up discussion questions for our Wednesday show and for the home study groups listening to us. On Wednesdays, we follow an "Invitation to Learning" format. On Fridays, we try to answer questions sent in by our audience. The sender of the week's most penetrating question is invited to take a seat on our Friday panel.

There is available one kinescope, of a Monday program in the *Great Gatsby / Only Yesterday* series, which may be of great interest to other institutions concerned with this type of mass-culture experiment. In addition, we are looking for profuse, profound and prolific criticism from people in the Michigan State TV reception area.

If we can use television to get people buying, reading and talking about good books, we'll have harnessed the greatest genie of them all. And we stand ready to listen to any suggestion that might help.

MAURICE A. CRANE
Michigan State College

Preaching Salvation to the Saved

Please print my apology to Brother Cormac Philip for my mistakes concerning his connection with his church and his age. (See May *Critic*, p. 6).

Brother Philip graciously admits that his reading of his sentence on "the great teacher idea" may have given a wrong emphasis; I hasten to admit that my phrase "from Chaucer to Emerson" also may have given a wrong impression. Considering Brother Philip's subject, "Liberal Education and Executive Leadership," he obviously could not and should not have reviewed the whole of English and American literature. Personally, I did not expect him to do so. His many allusions and quotations did show unmistakably that literature, including both English and American, through the human wisdom revealed therein, can develop the "philosophic man." Excellent as the organization and delivery were, however, I felt that it was a case of preaching salvation to the saved.

Not the Goal, but the Method

Brother Philip's reasoning in "May I Gently Remonstrate?" is hard to understand at times. How can the fact that I felt the enthusiasm at the Florida Institute misplaced mean that I "would conceivably regard [Cardinal Newman] as hopelessly idealistic and loftily enthusiastic"? His criterion of education, referred to by Brother Philip, is surely the goal of all teachers of English.

Intuitive Learning Not Enough

The main point of difference between Brother Philip and me as teachers, I imagine, is that I teach students of technology. None of these students are in that 4% of college graduates who major in English. Like Brother Philip, "I want men like Mr. Chapman to leave to men like me the education of students." I do feel, however, that as one teacher of the 96% I should see that businessmen get employees who are as well taught as possible. My task is not only to acquaint student engineers and technologists with the thoughts of great writers, but also to get them to speak and write coherently. Students who can take a goodly number of courses in literature may learn intuitively to write well, but what of those who take only one or, at most, two English courses (World Literature included) of any sort beyond the basic course in composition? It is these young persons I am concerned about, and I should very much like the Association to concern itself about them, too.

A. BERNARD R. SHELLEY
N. C. State College

the adoption list grows, GROWS and GROWS

Toward Liberal Education

and

Introduction to Literature

by

LOCKE, GIBSON & ARMS

Each fall these books are selected for the first time while past users continue their endorsement and enthusiasm for them.

RINEHART

publishers of Rinehart Editions 232 madison new york

A Fable for English Teachers

(Continued from Page 1)

eight parts of ceremony are unknown, and where no man pretends to say with authority whether it is proper to bow to right or left, or, indeed, whether it be proper to bow at all. In their language, it is said, there exists no word for impoliteness. O, happy northern land! O, unhappy Kweichow!"

While he prophesied, some of the Brotherhood looked angry; others, only perplexed. Then a young brother spoke, asking:

"Tell us, what must we do now in Kweichow?"

"Dear brother," replied the prophet, "*let us give up teaching ceremony.* What is good enough for the land beyond the northern sea is good enough for Kweichow."

An older brother spoke: "Then what shall we teach the children who come to us to be instructed?"

"Let us," replied the prophet with a raptured voice, "let us teach them the classics and the philosophers. Let us read them literature, and they will discover or invent fitting manners for themselves."

Thus it came to pass that the Brotherhood gave over teaching customs and ceremony, and taught philosophy and fine letters to the sons and daughters of artisans, money-changers, and peasants. But the pupils did not discover or invent fitting manners for themselves, and there was social chaos in the land.

So the officers of the State counseled wisely among themselves. One spoke these words, saying:

"Out of the memory of man we have employed this Brotherhood of scholars to teach our children the customs and ceremonies that are proper to Kweichow. Now they abandon the duty to which we have called them, and there is social chaos in the land. We must drive them forth and set other teachers in their place."

Thus it came to pass that the Brotherhood was banished. Some were sent into Hupeh and some to Hopeh, some into Chekiang and some to Nunkiang. But the prophet was cast forth to the land of icy fjords beyond the northern sea, where the eight parts of ceremony are unknown, and where no man pretends to say with authority whether it is proper to bow to right or left, or, indeed, whether it be proper to bow at all. And in Hupeh and Chekiang, and in Hopeh and Nunkiang, and in the land beyond the northern sea, the banished scholars of the Brotherhood longed in their hearts for the kingdom of Kweichow, where once their life had been happy and their name blessed among men.

J. D. THOMAS
Rice Institute

2nd Edition

EFFECTIVE BUSINESS WRITING

Cecil B. Williams, Okla. A & M. College and John Ball, Miami University

New revision of this widely used textbook shows how to achieve clear, direct writing style in any business situation. Sample letters, helpful case studies, suggestions by specialists. 81 ills., 634 pp.

THE RONALD PRESS COMPANY
15 E. 26th Street, New York 10

TEACHING ENGLISH ABROAD
(Extracts from Two Letters)

The University of Athens

There is not much doubt that teaching in a foreign university is of considerable interest and value. It is not surprising that residence abroad should make one more acutely aware of American ideals, and also of American shortcomings, for the backward look can be more objective and selective.

But my experiences at the U. of Athens have convinced me that American colleges and universities have nothing to be ashamed of. Administrative efficiency, which we take for granted, is wholly lacking here, and as result there is a weakening of both teaching and research. If the Gymnasia are better than our secondary schools, it is because they are so through the necessity of making the student entirely self-sufficient when he goes to college.

As far as I can discover, no professor in the University pays any attention to any individual—gives no tests, reads no papers, has no conferences, and thus knows nothing of the strengths and weaknesses of the student. As a result, education is a survival of the fittest. Americans are looked upon with suspicion because they take an interest in individuals, but the students like it so much that the regular faculty may have to emulate the practice to save their classes—which would be an excellent thing for the country.

The experience of teaching English as a foreign language is most intriguing and challenging, and not so difficult if one knows even a little about Greek.

THOMAS MARSHALL
Western Maryland

Osaka University of Foreign Studies

I am teaching six hours a week—a course in British and a course in contemporary American literature. My students are probably the best prepared in English of any in Japan, so I lecture a straight literary history and criticism course. Due to language problems, we can go only at about one-quarter the rate we would use at home, but the critical maturity of the students is up to our standards.

We find living in Kyoto delightful. People still wear the kimona frequently and go about in high wooden clogs. I have taken to the kimona and the deep, boiling-hot Japanese bath, but I haven't dared to go out in the street in my kimona.

There can't be many countries in which more student hours are spent in the study of English than in Japan. There is an active English literature society corresponding to the M.L.A. And the graduates of English departments have similar problems to our own graduates.

The most immediate need out here is for library and laboratory material. The students seem to have enough to eat and wear, although they live at a very low economic level. But textbooks and library books they cannot afford. Even professors can't. The average professor earns about $70 a month, while the cost of living is as high here as it is at home.

The CEA Critic gets to me eventually and I certainly enjoy it. The CEA has an important task to do in its efforts to revitalize and reorient English departments. We have a place to fill in world literature studies. The historians, linguists, sociologists have moved in ahead of us in this field, as the sociologists and psychologists have moved into our own communities in business and industry ahead of English teachers.

JAMES P. McCORMICK
Wayne University

In Error?

Where did Bob Stockwell ("Teaching English as a Second Language," May, 1954, *CEA Critic*, p. 1) get the idea that *El Inglés hablando* is not "from the ACLS"? We produced it; we get royalties from Holt on it.

MORTIMER GRAVES
American Council of Learned Societies

OUR NEW RESPONSIBILITY

Robert P. Stockwell's discussion of the teaching of English as a second language (*CEA Critic*, May, 1954) calls attention to a new and important responsibility of English teachers in this country. Although a great many teachers in the United States have taught students whose mother-tongue is not English, most of the teaching has been catch-as-catch-can. With the emergence of American English as a world language, that kind of teaching is no longer adequate.

Until recently, most of the attention given to teaching English as a second language was given by Englishmen. Michael West, in India, and Harold Palmer, in Japan, made great contributions to method in this field. And most of those who learned English as a foreign language, even outside the borders of the Empire, learned British English.

English and American English

Now although Shaw's quip that England and the United States are "two peoples separated by a common language" is somewhat of an exaggeration, there are enough differences to cause frequent misunderstanding and occasional embarrassment. The importance of these differences has been recognized among others by Hans Galinsky in his recent two-volume work, *Die Sprache des Amerikaners* (Bern, 1951). The use of the term, "the American language," perhaps is too sweeping an indication of the differences; but the differences are so considerable that every teacher of English should be aware of them and equipped to discuss them intelligently.

A Great Need

Already many teachers have been called on to teach English abroad or to teach it to non-English speaking persons in this country. Not only the more than 33,000 foreign students now in our colleges need to learn it rapidly and well; the many refugees from other lands coming to us need the best of instruction in order to secure work appropriate to their abilities and training, and to make to the United States the contribution they are capable of if no language barrier exists.

Texts

Mr. Stockwell mentioned a number of available texts, prepared by well equipped linguists. This list may be amplified by others which have been approved by experience. The basic book on method is certainly Charles C. Fries' "Teaching and Learning English as a Foreign Language," (University of Michigan Press). Fries has incorporated in this volume the pertinent results of his long-time study of English grammar and the experience of the English Language Institute at the University of Michigan, which since 1941 has been teaching English each year to hundreds of foreign students.

Recently, Fries, with the assistance of Professor Pauline Rojas of the University of Puerto Rico and her staff, has been developing a series of elementary texts for use in the schools of the island. The usefulness of these will extend, however, far beyond this limited area. Adults learning English may well use them. For adults, too, Dr. Virginia French Allen's "People on Livingston" will serve as a carefully prepared reader. The Fries series is published by Heath; the Allen book by Crowell.

Another book, not prepared for foreign students, but useful as a dictionary of the "picturables" of the everyday English vocabulary, is the "Golden Dictionary," edited by Ellen Walpole. The pictures illustrating each word supplement the definitions in graphic fashion. When I was visiting professor of English at the University of Chile in 1945 one of my classes, comprised of Chileans preparing to teach English, was fascinated by this volume.

The Teacher

These are just a few of the considerable number of texts for elementary study. Of course, one thing is probably more important than the text—that is the teacher. The preparation of a teacher of English as a foreign language demands quite a different background and attitude from that of the teacher of English-speaking students. He should, of course, know fairly well the native tongue of the students he is teaching—not to use it, but to be aware of the difficulties English offers. He should also know American English better than most American teachers of English, and be thoroughly familiar with the civilization of the United States, as few of us are. Indeed, an undergraduate major in American studies, with a strong minor in one foreign language and good courses in linguistics, the history of English, and area studies, might well be the ideal preparation. He should, of course, know the modern methodology of successful language teaching by the oral approach.

Teachers of teachers of English should realize that in the next half-century many of the students now in our schools and colleges will be called on to teach English—formally or informally—to many of non-English speech. And *The CEA Critic* should continue to keep us informed of new developments in this field.

LEO L. ROCKWELL
Colgate University

Every Leading University Uses

THE AMERICAN COLLEGE DICTIONARY

Kept up to date with every printing

$5.00

$6.00 with Thumb Index

HARPER & BROTHERS

49 East 33rd Street, N. Y. 16, N. Y.

THE WRITER'S RESOURCE BOOK

JOHN GERBER
KENNETH HOUP

512 PAGES

$3.25 LIST

SCOTT, FORESMAN AND COMPANY

Chicago
Atlanta
Dallas
San Francisco
New York

Your students will enjoy learning poetry from

THE CASE FOR POETRY: A NEW ANTHOLOGY

by Gwynn, Condee & Lewis

Here is a new anthology of 150 British and American poems. The poems were selected on the basis of merit, suitability for beginners, popularity, and historical representation of all periods.

About 1-3 of the poems are accompanied by "cases" (statements about the poem of conflicting or complementary points of view) and-or critiques (statements reprinted from professional poets, critics, and scholars about a given poem).

To make THE CASE FOR POETRY more widely available we are publishing it at the low price of $2.95.

448 Pages 5-⅜ x 8 Published July 1954

Prentice-Hall

Penn. CEA Spring Meeting

The annual meeting of the Pennsylvania CEA was held at Pennsylvania State University April 24, 1954. Sixty-five registrants, representing twenty-seven institutions, plus several guests, were in attendance.

At the morning session, chaired by Brice Harris, Penn. State, Vice President of Penn. CEA, the meeting was welcomed by Adrian O. Morse, Provost of the University. Glenn J. Christensen, Lehigh, speaking on "The Heirs of Prometheus and the Priests of Apollo," stressed the fact that English departments are now primarily service departments teaching chiefly non-English majors and that consequently they must make a realistic effort to present the culture of the humanities to students whose major interest lies elsewhere.

George D. Lobingier, Manager, Educational Department, Westinghouse Electric Corporation, spoke on "Placing English Majors in Business" and described the experience of his company in employing liberal arts graduates in positions hitherto filled by engineers and graduates in physical sciences.

At the luncheon meeting William L. Werner, Penn State, National President of CEA, brought greetings from the national organization and presented a resolution, subsequently adopted at the business session, deploring the condition of the public libraries in this state and calling the attention of the responsible authorities to their neglect. Ernest Earnest, Temple, President of Penn. CEA, presented briefly some problems of our discipline which the Association might well consider in future meetings. Bruce Dearing, Swarthmore, described The 1954 CEA Institute at Michigan State College to be held on June 24-25.

Albert Buffington and Walter E. Boyer, Penn State, entertained with some Pennsylvania Dutch songs. The principal speaker, Albert C. Baugh, University of Pennsylvania, spoke on the effect of changing conditions and modern reading habits on the study of literature. He deplored the concept of literature as a discipline in the first two years of college and urged that literature be stressed as enjoyment. Teachers must demonstrate that books are fun and that literature is the best means by which to learn how to live with mankind.

At the brief business session an invitation to hold next year's meeting at Swarthmore College was accepted. The following officers were elected: President, Brice Harris (Penn. State University); Vice President, Dean B. Armold (Penn. Military College); Secretary-Treasurer, Calvin D. Yost, Jr. (Ursinus College).

CALVIN D. YOST, JR.
Ursinus College

New Dictionary Guide

Quantity shipments without charge for classroom use of a new "Guide to Dictionary Study for Use with *Webster's New World Dictionary*" are available to teachers. The "Guide" is designed so that, by doing simple exercises in the use of the book, the student will learn how to get the most from his dictionary. Address requests to The World Publishing Company, 2231 West 110th St., Cleveland 2, Ohio.

Texas CEA Spring Meeting

Prof. J. D. Thomas of Rice Institute moderated a panel on "The Relation of the Needs of Business and the Study of English and the Humanities" at the first annual program of the Texas CEA, held in conjunction with the Texas English Conference at Houston, March 12, 1954.

Mr. W. J. Hansberry of Prudential Insurance Company said that he looked with favor on the English major. "In fact," he said, "I don't know any other college major I would rather have." Mr. Warren Leslie of Neiman-Marcus, of Dallas, said that those most likely to succeed in his business were the ones with a background in the humanities, not the business majors.

On the other hand, Mr. L. J. Whetsell of the Texas Company said bluntly that his company wants technical men. It would prefer to hire engineers with good grades in several English courses, but more often it hires them just on the basis of their engineering record. He admitted, however, that his company's executives are drawn from the technically trained graduates who have branched out into English and the humanities.

Two teachers on the panel, Autrey Nell Wiley of the Texas State College for Women and Joseph Jones of the University of Texas, discussed the need for changed attitudes on the campus itself. Teachers must take more active part in curriculum improvement. Does the teacher in secondary school work have adequate preparation? When liberal education is favored by much of the college's public, who is to break the news to college deans and others concerned?

Officers for 1954-55 are: L. N. Wright, Southwest Texas State Teachers College, Chairman; and Mary T. Osborne, San Antonio Junior College, Sect.-Treas.

MIMA ANN WILLIAMS
Christian College

Indiana CEA

The Indiana College English Association held its annual meeting at Tri-State College, Angola, May 14-15. The program was as follows:

May 14, Afternoon Session, "Love in Ezra Pound's *Homage to Sextus Propertious*"—Paul Carroll, University of Notre Dame. "Eugene O'Neill and Aristotle"—Elijah L. Jacobs, Franklin College. "Henry James and the Psychology of Terror"—Donald B. Baker, Wabash College. "Notes on the Confusion of Form in Modern Literature"—Lewis Freed, Purdue University.

Annual Dinner, "Naturalism in Fiction: Yesterday and Today"—Malcolm Cowley.

May 15, Morning Session, Discussion Groups: Approaches to the Teaching of Modern Literature. 1. Modern Poetry—Leader, Lucille Clifton, Ball State Teachers College. 2. Modern Drama—Leader, M. W. Tillson, Purdue University. 3. Modern Fiction—Leader, Edward Galligan, DePauw University.

Annual Business Meeting: New officers elected were Cary B. Graham, Butler University, President; Elijah L. Jacobs, Franklin College, Vice President; Sara King Harvey, State Teachers College, Secretary-Treasurer.

SARA KING HARVEY
Indiana State Teachers College

TENTATIVE PROGRAM FOR N. C., Va., W. Va. CEA

North Carolina State College, October 16, 1954

Theme: Training in English as a Foundation for Successful and Efficient Service in Business and Industry.

Morning Session (10:30-12:30): 1. The Intent of the Program—Chairman. 2. The Training of an Industrial Leader: The Necessary Background in Language and Literature. 3. The Training of the Leader in Engineering: The Necessary Background in Language and Literature. 4. What the Personnel Manager Actually Looks For. 5. Open Discussion.

Luncheon Session (12:30-2:00): The Journalist and the Humanities.

Business Session (2:00-2:30).

Afternoon Session (2:30-4:30): 1. Finding Out What Leaders in Business Think About the Humanities. 2. The National CEA and the Liaison Between the Humanities and Industry. 3. Language for Leadership: A Self-Evaluation. 4. Literature for Leadership: A Self-Evaluation. 5. Discussion.

English and Your Career

Brooklyn College students will get the story of the CEA Institutes through a booklet issued by the English Department, "English and Your Career." Mainly in the words of Institute speakers, Part I of the booklet points out values in English and the Liberal Arts for all students. Part II gives the English major a realistic appraisal of 'career opportunities' open to him. "English and Your Career" will be distributed as a supplement to the November CRITIC.

Irving L. Churchill, Coe College, is academic chairman of the CEA-sponsored committee on Industry-Liberal Arts Exchange for Iowa. He was a panelist at the 1953 CEA Institute at Corning, and will moderate a panel on English and executive service at the Iowa College Conference on English, Luther College, Decorah.

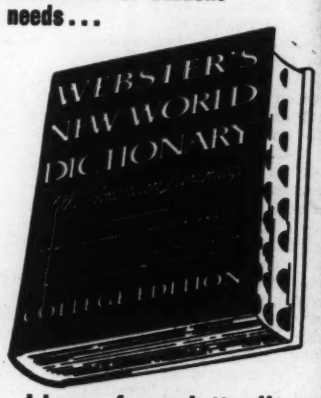
NE CEA Fall Meeting

Place: Babson Institute, Wellesley. Date: Oct. 30. Program Chairmen: Harry T. Moore, (Babson Institute), Walter Simmons (University of Rhode Island).

Prof. Arthur Williams, University of Massachusetts, has been appointed Regional-National Co-ordinator for the CEA. He will head up the co-operation between CEA units throughout the country and the national office in Amherst.

The enclosed Sixth CEA Institute program should be a useful compilation of information about CEA and the CEA Institute, as well as a manual for discussion of the liberal arts in a technicized civilization.

"Excellent for student needs . . .



. . . I know of none better."
—PROFESSOR FRANK DAVIDSON, Dept. of English, Indiana University

More entries, carefully chosen (142,000) . . . more pages (1,760) . . . more examples of usage . . . more pictures (over 3,100 terms illustrated).

Cloth $5. With 26-Tab Thumb Index $6

THE MIRACLE OF LANGUAGE

by Charlton Laird, Professor of English, University of Nevada, and author of **Laird's Promptory.** "Charming as well as learned. I shall recommend it with confidence to my students, as a most effective introduction to the field." — W. Cabell Greet, Dept. of English, Barnard College, Columbia University. $4.00

THE WORLD PUBLISHING CO.
Cleveland 2, Ohio

New Holt Texts

WRITE NOW
Edwards, Calderwood, and Wolfe

FROM RULES TO WRITING
Watts

A PREFACE TO LITERATURE
Wagenknecht

THE MAIN LINES OF AMERICAN LITERATURE
Short and Scott

HENRY HOLT and COMPANY

THE ENGLISH HERITAGE

WEATHERLY - MOFFETT
PROUTY - NOYES

Important readings arranged chronologically.

VOLUME I
Beowulf through Burke

VOLUME II
Burns through Day Lewis

GINN AND COMPANY

1954

ng
Welles-
rogram
(Bab-
mmons,
).
niver-
en ap-
o-ordi-
l head
CEA
y and
st.
Insti-
useful
about
te, as
ion of
nicized

DSON,
versity
$2,000)
more
dictures

x $6
UAGE
nglish,
or of
well
most
." —
Bar-
$4.00
O.